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Study of the problem of younger children's adaptation to learning through their value-based attitude to school

In this scientific article the authors considered the problem of adaptation, namely, the adaptation of primary school children to school and education. The study was conducted based on school № 26 of Karaganda City among 1st-grade pupils. The problem of children's adaptation was considered through the prism of their value attitude to school, which was revealed through several methods to determine the level of adaptation to school learning. Parents of children also took part in the study. The results of the study allowed the authors to identify the existing problems of children's adaptation and some pedagogical conditions for successful adaptation to school. The parents of the children also participated in the study. The results of the study allowed the authors to identify the existing problems of children's adaptation and some pedagogical conditions for the success of the process of adaptation to school. The study identified key factors contributing to successful adaptation: positive motivation to learn, a favorable psychological climate in the classroom, and the active participation of parents in the educational process. In addition, individual and social factors influencing adaptation were considered, including the level of a child's readiness for school, the characteristics of his temperament, interaction with classmates and parents' attitude to the educational process. The article offers recommendations aimed at creating favorable conditions for the formation of a stable positive attitude towards school among children.

Keywords: adaptation, maladaptation, value-based attitude, school process, school environment, adaptation, learning activity, junior schoolchild, experiment, integration

Introduction

In the psycho-pedagogical science of Kazakhstan, research aimed at studying the problem of children's adaptation to school education has recently become increasingly important.

The term "adaptation" emerged in the 19th century (from the Latin "adaptor" — I adapt), meaning the adaptation of the organism to changing environmental conditions (field of biology), "the result of natural selection in the struggle for existence" (materialistic interpretation of C. Darwin) [1], the level of which can be determined by specific criteria: well-being, efficiency, sleep, appetite, the presence of diseases, exacerbation of chronic diseases, etc. (physical adaptation).

The philosophical explanation of the adaptation process is based on the change of a person under the influence of the external environment and the result of this change.

From the point of view of psychology, adaptation implies psychological adjustment to environmental conditions, the relationship between an individual and his/her environment as a process of mutual balancing, the change of personality stereotype following environmental conditions, as a result — a stage of intellectual development of a child (J. Piaget, theory of intellectual development) [2]. The criteria for assessing the level of psychological adaptation are motivation to learn, the level of development of psychological processes, mood, readiness, ability for self-reflection, etc.

There is a social adaptation, in the process by which a person builds his/her model of behaviour according to the social environment, strives to emulate social behavior, and consciously forms his/her ways of behaviour to find harmony with others, gets closer to the society, adopting its goals, value orientations, norms, traditions and foundations.

School adaptation is a complex and lengthy process in a child's life. The child takes on a new social role — the role of a pupil — while engaging in a new type of activity: learning. Their social environment shifts as they interact with classmates and teachers, and they must integrate into a new social group — the

school community. The transition to schooling is marked by adaptation to school conditions, requiring different cognitive engagement than in preschool and altering relationships with those around them.

In our study, we aim to explore the nature of adaptation, the child's value-based attitude toward school, and the conditions necessary for effective school adaptation. We will also examine what actions should be taken, and by whom, to ensure that the adaptation process is appropriate, enabling the school to support the child's psychological, personal, and social development.

Our research was based on the hypothesis: the process of children's adaptation to school learning will be effective if the child's educational activity is built with consideration of the child's value-based attitude to learning and implementation of pedagogical conditions of adaptation to school.

Materials and methods

The diagnostic orientation of the process determined the research format: the study of theoretical literature on adaptation problems, and scientific works of foreign and Kazakh researchers (A.V. Petrovsky, L.I. Bozhovich, I.V. Dubrovina, M.R. Bityanova, M.M. Bezrukikh, N.I. Gutkina, N.N. Tarasenko, V.V. Davydov, etc.), development of applied aspects of adaptation of junior schoolchildren to learning.

In order to collect empirical material, we used such research methods as analysis, comparison, interviews, observation, questionnaires, statistical processing of data, expert evaluation, and interpretation of results.

The participants of the study were primary school children and their parents, school teachers, and teachers of school № 26 of Karaganda City.

The analysis of the psychological aspects of value-based attitudes toward school revealed formation of value-based attitudes of junior schoolchildren as an important component of their adaptation to the educational process. As noted by Guay, Bureau, value-based attitude to school is related to the level of internal motivation of the child, which is formed under the influence of the environment and interpersonal relations. The authors emphasise that children who develop positive emotions and associations related to school show higher levels of engagement and success in learning [3].

Teachers play a key role in creating conditions conducive to the successful adaptation of younger pupils. Pedagogical methods based on empathy and individual approach increase children's satisfaction with the school environment. In particular, using interactive techniques and encouraging creative activity contributes to forming a child's positive attitude to the learning process [4]. The value-based attitude towards school in younger students depends largely on their social environment, including parents, classmates and teachers. Johnson and Lee's research emphasises the importance of family and school interaction in the adaptation process. Children whose parents are actively involved in school life more easily accept new requirements and integrate into the school community more quickly [5]. Forming a culture of cooperation between home and school is an effective means of reducing stress levels in first-graders.

Social adaptation of junior schoolchildren to the educational process is a key component of general adaptation to school. Studies show that successful adaptation to new social conditions contributes to increasing the level of learning motivation and emotional well-being of children. For example, the works of N.I. Gutkina [6] and Hafizova, K.A. [7] point to the importance of supporting children in establishing social ties at school and teaching them constructive interaction. The use of innovative pedagogical technologies plays an important role in ensuring successful adaptation of junior schoolchildren. In particular, the use of game techniques and developmental learning technologies contributes to the creation of a favourable emotional atmosphere in the classroom. A systematic approach to the integration of such techniques was successfully applied in the study of V.V. Davydov [8]. Adaptation of junior schoolchildren also includes a physiological aspect. Studies show that the adaptation period is associated with changes in the work of the nervous and cardiovascular systems. According to M.M. Bezrukikh [9], children experiencing an increased level of stress have a longer adaptation period. This requires special attention from teachers and parents.

The teacher plays a central role in the adaptation process of first-graders. According to A.V. Petrovsky [9], the style of pedagogical interaction and emotional support from the teacher significantly affect the success of adaptation. Teachers who create a supportive environment help children to get used to the new role of a student faster.

The role of parents in children's adaptation to school education can hardly be overestimated. Studies by T.V. Dorozhevets [10] show that parental involvement in the educational process contributes to the strengthening of children's value-based attitude to school. Effective interaction between parents and teachers reduces the risk of maladaptation.

An individual approach to each pupil is an important condition for successful adaptation. According to Piaget taking into account the individual characteristics of a child contributes to a smoother transition to school education [11]. For example, the creation of adapted learning programmes helps children with different starting opportunities to enter the learning process faster. Gaming activities continue to play a significant role in the lives of junior schoolchildren. Studies by L.I. Bozhovich [12] demonstrate that the integration of game elements into the learning process increases motivation for learning and facilitates the transition to new requirements. Psychological support of first-graders during the adaptation period contributes to the reduction of anxiety and the formation of stable learning motivation. The works of I.V. Dubrovina [13] confirm the need for regular conversations with psychologists and group training. Creating a positive school environment contributes to the successful adaptation of junior schoolchildren. According to Nieminen J.H [14], children who feel safe and comfortable at school, master the new role of a student faster.

The results of the conducted interventions show that the implementation of adaptation programmes based on an integrated approach gives sustainable positive results. The authors recommend wider use of pedagogical techniques aimed at the development of emotional intelligence, social and communication skills and the formation of a positive attitude to learning [15].

Results and discussions

The starting point in our study was the study of the problem field, the analysis of scientific literature on the problem of adaptation of younger schoolchildren to school learning, and the conditions of the school environment.

It is well known that the process of adaptation of an individual to certain conditions is a long and complex process, associated with the stages of change of activity and social environment [16]. For a junior schoolchild, such a stage of change of activity is the beginning of school education at school.

In the younger school age, there is not only a change of activity but also a change of educational conditions — there is a new educational environment, which makes certain requirements to the personality of the younger schoolchild [17].

These requirements relate not only to learning activities, but also to the observance of certain behavioral norms, the ability to interact with peers and teachers, and the ability to organize one's time and efforts. The school environment places demand on self-regulation, responsibility and diligence on the younger pupil.

An important aspect of adaptation is a child's psychological readiness for schooling, which includes motivational, intellectual and emotional-volitional readiness. Motivational readiness is connected with the desire to learn, interest in new knowledge, as well as with an understanding of the social significance of schooling. Intellectual readiness assumes a certain level of development of thinking, memory, and attention necessary for mastering the school program. Emotional and volitional readiness encompasses the ability to control one's behavior, follow rules and norms, and overcome difficulties.

The process of adaptation of junior schoolchildren to school can be divided into several stages: initial (first weeks of study), main (first half of the year) and final (end of the first year of study). Each of these stages shows its own peculiarities and possible difficulties. At the initial stage, the child faces a new organization of the day, the need to follow the school regime and to maintain new social contacts. In the main period, there may be difficulties with learning tasks and mastering the material, as well as the first marks. The final stage is characterized by the consolidation of new habits and roles in the school environment. The most important role in the adaptation process is played not only by the child's individual psychological characteristics but also by social factors: support from family, teachers and peers. Pedagogical support includes the creation of a favorable emotional atmosphere in the classroom, an individual approach to each student, as well as a flexible system of requirements. Thus, the successful adaptation of a junior school child to school depends on many interrelated factors, including the child's personal characteristics, the level of psychological readiness, as well as the influence of the school and family environment. This emphasizes the need for a comprehensive approach to studying and supporting the adaptation process, which was the main objective of our study.

Adaptation in its content is a continuous process aimed at adapting the child to the changing conditions of the educational environment with the help of various means, which is accompanied by a progressive restructuring of the functional systems of organism. Signs of its disorders are low level of school motivation, disruption of the functioning of organs and body systems, low level of physical performance and fitness, rapid fatigue, anxiety, insecurity, etc. The consequence of adaptation disorders can be hereditary factors and a number of unresolved problems in the process of physical education at school related to the adaptation of

children to school conditions, health, and the formation of a harmoniously developed personality. The search for ways to optimize adaptation processes and reduce the morbidity of children led to the consideration of the existing potential of physical education in this direction, which is associated with the introduction of health-forming technologies. The search for ways to optimize adaptation processes and reduce the morbidity of children has led to the consideration of the existing potential of physical education in this direction, which is associated with the introduction of health-forming technologies [18].

Having analyzed the scientific approaches of many scientists to the problem of adaptation, we have derived the author's vision of the process of adaptation of young children to school education, which consists of the following components:

- organizational and psychological readiness of the child for schooling;
- the systematic integration of the child into school processes;
- engagement in a communicative environment;
- value-based attitude to school (assimilation of norms and values of the school environment) (Table 1).

Table 1

Components of the process of adaptation of young children to schooling

The process of a child's adaptation to school	- Organisational and psychological readiness of a child for schooling
	- smooth integration of the child into school processes
	- engagement in a communicative environment
	- appreciation of school

A child's organisational readiness for schooling is characterised by his or her ability to meet the demands of school and to organise his or her activities in the learning environment. It includes a range of skills and abilities that help to adapt to school life and learn effectively. The main components of organisational readiness:

- self-organisation and discipline: the child knows how to follow daily routines, follow adult instructions, and manage his/her time and work;
- rule-following: children must understand and follow classroom and school rules. This includes following instructions carefully, taking turns, following the rules of the classroom and the teacher's requirements;
- goal-setting skills: the ability to set learning objectives and follow through, which is important for homework and planning learning activities;
- focus and attention: the ability to concentrate on tasks, ignore distractions, and move from one activity to another.

Organisational readiness is developed long before school entry, and parents, carers and educators can help children develop these skills through games that include rules, independent tasks and collective forms of activity.

The success or failure of a child's learning activity depends on psychological readiness [19]. Some scientists believe that successful learning activity leads to adaptation, while unsuccessfulness leads to maladaptation, resulting in difficulties in learning, conflicts and misunderstandings in class, low level of learning motivation, etc. [20].

According to Dorozhevets T.V., the level of successful adaptation to social conditions speaks about the child's psychological readiness, and the lack of psychological readiness leads to personality conflicts, poor social adaptation, and emotional vulnerability [21].

In addition, the presence of psychological readiness for schooling guarantees, first of all, the psychological health of the child and, therefore, successful learning [22, 23].

Thus, an adopted child is adapted to the development of his personal, physical, and intellectual qualities in a new school environment [24].

The process of integrating a child into school processes is a gradual inclusion of the child into the academic, social and organisational life of the school, which requires not only mastering the curriculum, but also developing skills of interaction with classmates, teachers, and acceptance of school rules and norms. Successful integration helps the child feel comfortable in the new environment and actively participate in the life of the class and school.

The degree of integration directly affects the child’s involvement in the communicative environment of the school, which implies not only communication in learning activities, but also the ability to communicate with classmates, teachers, and all participants of the school community.

In our study, we paid special attention to the identification of children’s value-based attitude to school, to schooling and turned to the methods of children’s adaptation to school, which are developed in pedagogical science and are actively used in research. These are methods, such as “Free classification,” “Sun, cloud, rain,” “Test conversation,” “Starting level of a first-grader,” “Colours,” “What I like at school,” “L. Stott’s observation map,” “Drawing figures,” etc. These methods are complex and include several blocks, each of which addresses the tasks of the child’s personal development through organised activities.

The experiment was conducted among 1st-grade pupils of school № 26 of Karaganda City. As acceptable methods, we have chosen the method “Colours,” and the method “What do I like at school?” (According to N.G. Luskanova), which alternated in use among junior schoolchildren.

The “Colours” method consisted of the fact that pupils received a sheet of paper with circles in which words related to school and learning (book, teacher, class, school, lesson, homework, notebook, grade) were written. The task of the pupils was to paint the circles in colours, each of which denotes the child’s attitude to the word: dark colours — negative attitude, bright colours — positive attitude. Diagnostics allowed us to determine the child’s emotional attitude to school.

The results of the “Colours” technique are presented in Figures 1 and 2.

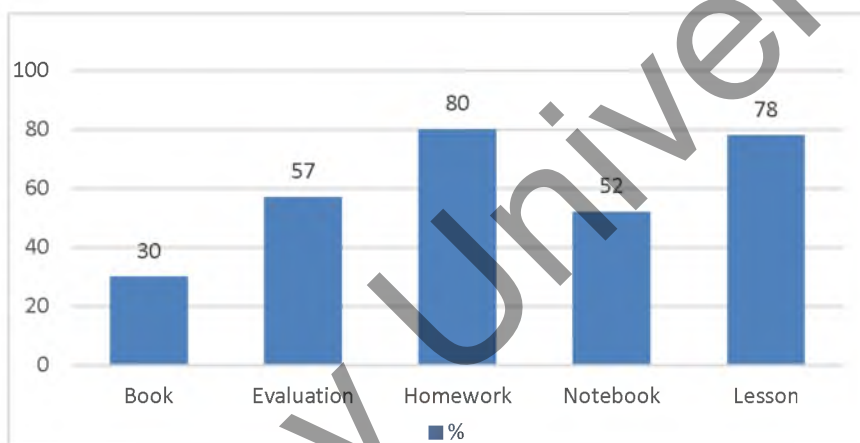


Figure 1. Negative attitudes towards school

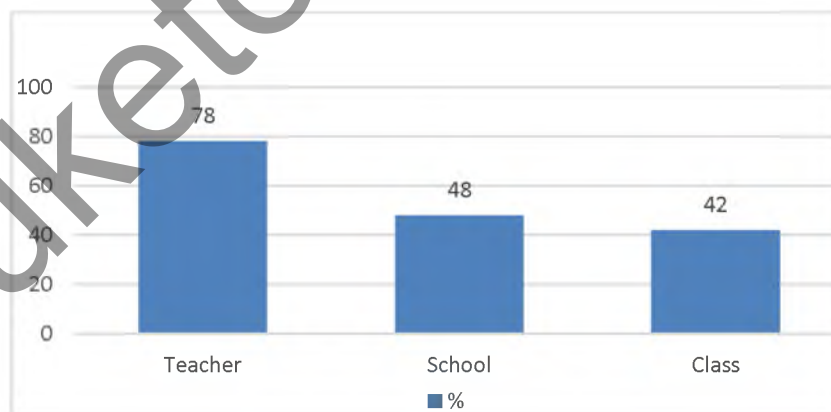


Figure 2. Positive attitudes towards school

From Figures 1 and 2 we see that such concepts as “teacher” (78 %), “school” (48 %), and “class” (42 %) reflect pupils’ positive attitude to school education, to school (painted in bright colours). The concepts “book”, “homework”, “lesson”, and “notebook” are painted in dark colours and demonstrate negative attitudes toward school education.

The use of the method “What do I like about school?” (According to N.G. Luskanova) the course of the research made it possible to reveal children’s attitudes towards school by interpreting and analysing the drawings depicted by children (Fig. 3).

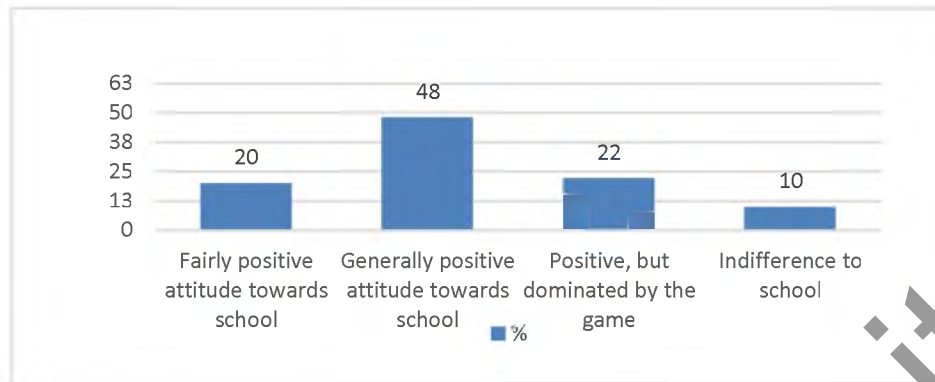


Figure 3. Results of the methodology “What do I like at school?” (According to N.G. Luskanova)

As can be seen in Figure 3, the results of the methodology showed the following:

- 20 % of children drew a teacher, a classroom, and a blackboard, indicating that the child has a positive attitude towards school;
- 48 % of children presented drawings of a non-educational nature (students at recess, students on the street, in the canteen), which demonstrates a generally positive attitude towards school, but the focus is on external school attributes;
- 22 % of pupils drew situations with non-school content (park, toys, bicycle), which indicates that children have a positive attitude towards school, but their play-driven motivation dominates.
- 10 % of schoolchildren do not have school themes in their drawings (cars, patterns, flowers), which indicates that the school environment is indifferent to them, children feel negative emotions when perceiving concepts related to schooling.

It follows from the above (detailed analysis of the results of both methods) that more than half of primary school children do not have a sufficient level of adaptation to school learning, which actualizes the research problem and requires careful consideration.

Adult participants in the educational process — teachers and parents — play an important role in ensuring successful adaptation. Therefore, we surveyed parents of 1st-grade pupils, which allowed us to identify the range of problems related to the adaptation process of schoolchildren.

Parents’ answers show that the adaptation period is complicated by the following factors:

- not every child is ready for school: when entering school, the child does not possess basic learning skills (counting, reading, knowing letters, etc.);
- the child is experiencing organizational difficulties (with the new daily routine, getting up in the morning, going to bed);
- the child is not ready to communicate with unfamiliar children (there are many new people with whom connections need to be established, but difficulties arise in communicating with classmates);
- unpreparedness for clear routines and discipline (stricter system of requirements);
- the school environment does not always provide an emotionally positive relationship with children;
- absence of play activities (abrupt transition from play to learning activities), etc.

Regression analysis of parents’ assessments of their children’s academic adaptation indicators revealed positive and negative predictors of the objective indicator of academic adaptation: grade point average. These data highlight the critical role of school adaptation in shaping communication skills, the flexibility of peer and teacher interactions, the overall emotional state of the child within the school environment, and key aspects of learning activities (ease of mastering the material, learning skills, psychological attunement to learning, presence/absence of tension when faced with a learning task), as well as a set of motivational characteristics. Thus, the results of the questionnaire survey and regression analysis allow us to conclude that successful adaptation of first-graders to school life is a complex process that depends on many factors. The following measures can be suggested to increase the level of children’s adaptation to the school environment:

1. Preparation for school: organization of special preparatory courses where children can master basic learning skills (reading, writing, counting), which will reduce the level of anxiety and insecurity.

2. Organizing a smooth transition from play to learning activities: introducing play techniques at the first stages of learning will help children to accept new requirements more easily and not experience sudden stress.

3. Development of communicative skills: conducting collective games, team-building trainings and activities that promote the establishment of friendly relations between classmates.

4. Working with parents: informing parents about possible difficulties of the adaptation period and ways of overcoming them, organizing parent meetings, and consultations with psychologists and teachers.

5. Psychological support involves ensuring that the school has a psychologist available, providing children and parents with a reliable resource for guidance and assistance in addressing challenges.

6. Individual approach: taking into account the peculiarities of each child — the level of training, temperament, and communication style, which allows the teacher to adjust the method of work depending on the needs of the class.

Thus, close cooperation of teachers, parents and school specialists, as well as attention to the individual characteristics of each student will help to create favorable conditions for the successful adaptation of first-graders and their comfortable entry into school life.

Conclusion

Thus, the adaptation of young children to school education is a process of personal change of the child and the result of his/her adaptation to new conditions of life activity. Successful adaptation of primary school-age children to school life is the key to successful learning and the personal well-being of the child.

The conducted research revealed that the following conditions must be met to ensure successful adaptation:

- it is necessary to provide an individual approach to each child in the process of his/her school adaptation in order to form a positive attitude towards school;

- it is necessary to ensure active cooperation between teachers and parents in the interests of the child as he or she enters school life;

- involvement of elements of game activities in the learning process in primary school, which will increase the level of adaptation of first-graders to learning.

Thus, the developed hypothesis of the study was confirmed by the conducted experiment. Our research does not exhaust all the issues related to children's adaptation to school and can be the subject of further research.

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Кіші балалардың мектепке құндылық қатынасы арқылы оқуға бейімделу мәселесін зерттеу

Мақалада авторлар бейімделу мәселесін қарастырған, яғни бастауыш мектеп жасындағы балаларды мектепке және оқуға бейімдеу. Зерттеу 1-сынып оқушылары арасында Қарағанды қаласының № 26 мектебінің базасында жүргізілді. Балалардың бейімделу мәселесі олардың мектепке деген құндылық қатынасының объективті арқылы зерделенген, ол мектепке бейімделу деңгейін анықтау үшін бірқатар әдістер арқылы айқындалады. Зерттеуге балалардың ата-аналары да қатысты. Зерттеу нәтижелері авторларға балалардың бейімделу мәселелерін және мектепке бейімделу процесінің сәттілігінің кейбір педагогикалық шарттарын анықтауға мүмкіндік берді. Зерттеу барысында сәтті бейімделуге ықпал ететін негізгі факторлар анықталды: оқуға он мотивация, сыныптағы қолайлы психологиялық климат, ата-аналардың білім беру процесіне белсенді қатысуы. Сонымен қатар, бейімделуге әсер ететін жеке және әлеуметтік факторлар, соның ішінде баланың мектепке дайындық деңгейі, оның темпераментінің ерекшеліктері, сыныптастарымен қарым-қатынасы және ата-аналардың оқу процесіне қатынасы қарастырылды. Зерттеу нәтижелері бейімделу кезеңінде бірінші сынып оқушыларын қолдау стратегияларын әзірлеу кезінде тәрбиешілерге, психологтарға және ата-аналарға пайдалы болуы мүмкін. Мақалада балалардың мектепке деген тұрақты оң көзқарасын қалыптастыру үшін қолайлы жағдайлар жасауға бағытталған ұсыныстар берілген.

Кілт сөздер: бейімделу, бейімсіздену, құндылық қатынасы, мектеп процесі, мектеп ортасы, икемделу, оқу қызметі, кіші мектеп оқушысы, эксперимент, интеграция.

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Исследование проблемы адаптации младших детей к обучению через их ценностное отношение к школе

В данной научной статье авторами рассматривается проблема адаптации детей младшего школьного возраста к школе и обучению. Исследование проведено на базе школы № 26 города Караганды среди учеников 1-ых классов. Проблема адаптации детей рассматривается сквозь призму их ценностного отношения к школе, которое выявляется посредством проведения ряда методик по определению уровня адаптации к школьному обучению. В исследовании также приняли участие родители детей. Результаты исследования позволили авторам определить имеющиеся проблемы адаптации детей и некоторые педагогические условия успешности процесса адаптации к школе. В ходе исследования были выявлены ключевые факторы, способствующие успешной адаптации: положительная мотивация к обучению, благоприятный психологический климат в классе, активное участие родителей в образовательном процессе. Кроме того, были рассмотрены индивидуальные и социальные факторы, влияющие на адаптацию, включая уровень подготовленности ребенка к школе, особенности его темперамента, взаимодействие с одноклассниками и отношение родителей к учебному процессу. Результаты исследования могут быть полезны для педагогов, психологов и родителей при разработке стратегий поддержки первоклассников в период адаптации. В статье предложены рекомендации, направленные на создание благоприятных условий для формирования у детей устойчивого позитивного отношения к школе.

Ключевые слова: адаптация, дезадаптация, ценностное отношение, школьный процесс, школьная среда, приспособление, учебная деятельность, младший школьник, эксперимент, интеграция.

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